

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Learning Outcomes

History and foundations of secondary school special education

1. Describe the historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Services and strategies for secondary school special education

2. Describe evidence-based and culturally sensitive services, instructional strategies, learning experiences, and learning materials for secondary students with disabilities.

Assessment and technology for secondary school special education

3. Use appropriate assessment, adaptations and technology for individuals with disabilities.

Transition for secondary students with disabilities

4. Use evidence-based and culturally sensitive resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments are due before class on the due date. Most are submitted online, but occasionally hard copies may be turned in during class. To earn maximum points please follow the assignment description and rubric if there is one. For late work, the points possible will be reduced.

Participation Policy

This course is designed to be an exploration of teaching in secondary and transition settings in special education. It is comprised of many learning activities and assignments, which help to facilitate knowledge and skill development for class members. Points are earned by being in each class and participating in the activities and discussions along with classmates. It is important that we create a respectful and congenial atmosphere so that all feel safe and comfortable.

Attendance Policy

Successful students attend all classes. They arrive on time and stay until class is dismissed. Points are earned by being in each class and participating in the activities and discussions. If you need to miss a class please notify the instructor. Assignments due that day should still be submitted before class begins in order to be eligible to earn maximum points.

Assignments

Assignment Descriptions

Chapter 5 Study Guide

Jan

Due: Thursday, Jan 16 at 1:40 pm

Submit your notes from Chapter 5 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Chapter 3 Study Guide

Jan
23

Due: Thursday, Jan 23 at 1:40 pm

Submit your notes from Chapter 3 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

School Tour with Technology

Jan
30

Due: Thursday, Jan 30 at 1:40 pm

For this assignment, in a group of 4 people you will go to one of the seven selected schools: The Jones Center, South Valley School, Scenic View, ATEC, East Bay Post High School, or Bridges. You will create a visual tour using either photos or video of your school. You will also, as a group, complete an interview with the school principal or other leader.

School Tour with Technology Description.docx [Download \(plugins/Upload/fileDownload.php?fileId=acb1990e-9hX4-wUjw-OHWC-Wu5a241ac79c&pubhash=gscfGjRLCA1A1iAkdGgAHPW3EsBkkLvM3JP1eQkHs-G7R1zwhgSjHAYq5G3Mj2_SLMcpq5lrf7erMW4QcRn1_g==\)](#)

Using this information, create a presentation to show to the class. See the rubric for presentation requirements.

School Tour with Technology Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=b8c8aae5-KTuq-T5hb-BmeJ-rab6754d5c8f&pubhash=eoDoz9ZShvmKI6NLKwQ2M7DiekBTJY5qNCJngCf6Ye-UgMIhaffsRhA41fa_jXAUj9BHhrTECOekxYp_x2IQwg==\)](#)

Chapter 8 Study Guide

Jan
30

Due: Thursday, Jan 30 at 10:40 pm

Submit your notes from Chapter 8 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 67. Write a brief summary of what you learned on that website and how you will apply it.

Study Guide for Lobato videos

Feb
06

Due: Thursday, Feb 06 at 11:59 pm

Complete section 1,2, and 4 of the study guide. Section 3 is informative and optional.

Lobato Video Study Guide docx.docx [Download \(plugins/Upload/fileDownload.php?fileId=b6f2b594-DbfP-VCEX-wtOm-nv0c0c22d05b&pubhash=t2llpNSkKRahYE_SGXWVZ0aYyd_8QOei-B4udhfiH_Sm-kLH5kd-ECwIHAIOruh2osAUyWgHseiwI5yV23N88A==\)](#)

Chapter 4 Study Guide

Feb
13

Due: Thursday, Feb 13 at 1:40 pm

Submit your notes from Chapter 4 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 99-100. Write a brief summary of what you learned on that website and how you will apply it.

Chapter 6 Study Guide

Feb
20

Due: Thursday, Feb 20 at 1:40 pm

Submit your notes from Chapter 6 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 134. Write a brief summary of what you learned on that website and how you will apply it.

Chapter 7 Study Guide

Feb
27

Due: Thursday, Feb 27 at 1:40 pm

Submit your notes from Chapter 7 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Report Handout

Mar
05

Due: Thursday, Mar 05 at 1:40 pm

You will create a handout/brochure following the rubric.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUVBTKUPIM1zvmd6Mx67b_fFa8csumcWk-A-nnrnhFaGsGFIF_So1TABxClllep1iCP7NykQ4wxogq2S8WxQ==\)](#)

Disability Transition Paper

Mar
05

Due: Thursday, Mar 05 at 1:40 pm

You will choose a disability to research and give a detailed report regarding transition for students with that type of disability. In your report address the specifics of this disability:

Briefly

- Define the disability
- Give the rate of occurrence
- List known causes for this disability

Detailed

- Describe teaching strategies for sec. students with this disability
- Explain the transition process for these students;
- Use at least 4 credible resources

NOTE: The report must be completed in APA format. It should include a handout or brochure. You can expect this paper to be 3-4 pages.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUVBTKUPIM1zvmd6Mx67b_fFa8csumcWk-A-nnrnhFaGsGFIF_So1TABxClllep1iCP7NykQ4wxogq2S8WxQ==\)](#)

Oral Presentation

Mar
05

Due: Thursday, Mar 05 at 1:40 pm

In class, give a well-prepared presentation highlighting the teaching strategies and the transition process (approximately 6-8 minutes) for your chosen disability.

Remember to dress professionally.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUVBTKUPIM1zvmd6Mx67b_fFa8csumcWk-A-nnrnhFaGsGFIF_So1TABxClllep1iCP7NykQ4wxogq2S8WxQ==\)](#)

Susan Loving Notes

Mar
05

Due: Thursday, Mar 05 at 11:59 pm

Submit at least 10 teacher responsibilities from the *Susan Loving* presentation.

Chapter 2 Study Guide

Mar
12

Due: Thursday, Mar 12 at 1:40 pm

Submit your notes from Chapter 2 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Secondary Lesson Plan

Mar
19

Due: Thursday, Mar 19 at 1:40 pm

You will write a lesson plan using the concept of direct instruction.

Teach the lesson to one or more students at your practicum site.

Write a page discussing your experience teaching this lesson plan. Include the information that the age appropriateness of your lesson and how effective you were in meeting the lesson objective. Include what you would do differently if you were to teach the lesson again.
Lesson Plan Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=810f077d-uR2R-GZNd-0j41-4t98ba7674ce&pubhash=AFKvYfwg2fU-MbdxY2nVRXTI97RH-OqqSluay8hmTlgYQc2iA5MnWlCxGBn7KmNH9OO3qZZ9LhH1eCutsxSwXQ==\)](#).

Blank Short Lesson Plan:Short_Lesson_Plan.doc [Download \(plugins/Upload/fileDownload.php?fileId=55c20e11-qVaj-qHmr-trKt-os7834e62c69&pubhash=4PETtrASh0L9GqmWiZ7Zz4WHMEmKz5Eg-dr3g_smrVUHHSiMoHiK4iynb_4YZSfT-dJXq-Pya3Uv5knF8XPkwQ==\)](#)

Example Lesson Plan:Lesson_plan_applicationsr.doc [Download \(plugins/Upload/fileDownload.php?fileId=ebe28d0a-wNSR-Flgz-Ggwa-Z7c54b81b793&pubhash=P6jKNOpSay8UELbcyJGsO_9857pW1QbprYchMR3QrxIK5uquJsG0v9O9F1kCpaFuG65SBk6gSzUmsrrXzy9Drw==\)](#)

Data Sheet data.doc [Download \(plugins/Upload/fileDownload.php?fileId=52879bc8-Rd76-JwCX-8L2Q-LT9adeff5a50&pubhash=efaFhhWWGdIFNv3BXmJXGRAWGxgW1gtZ-m5K89RiDFKScnsYA-j8_BYH-Nlxb3zwKhLGRxe7Lbf7a0t8-31Nw==\)](#)

Study Guide for Ch. 7-9 in Pierangelo text

Mar
19

Due: Thursday, Mar 19 at 11:59 pm

ATEC Reflection

Mar
23

Due: Monday, Mar 23 at 11:59 pm

After watching the video from ATEC, share a one paragraph reflection here.

IRIS Module

Mar
26

Due: Thursday, Mar 26 at 11:59 pm

[School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings.](#)

<http://iris.peabody.vanderbilt.edu/module/cou2/>

Go through and complete the module. Then answer the post assessment questions at the end of the module. Submit online.

Secondary Lesson Video

Mar
26

Due: Thursday, Mar 26 at 11:59 pm

Please post your video from the secondary lesson here. After posting, please write a one paragraph reflection. Comment on strengths, weaknesses, and plans for future lessons.

Transportation, Recreation and Leisure Assignment

Apr
02

Due: Thursday, Apr 02 at 1:40 pm

Transportation & Leisure Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=7dfb0c38-4Hbs-6lIf-gDRW-h82308d44eb0&pubhash=UUNCHD8M3A6gijyPoWT-Jbe5451eYeQ2NvYSpl4MrKlIeD4I62YY0KUrXhc424biUlnThkb8VxM4qkKulblxtRg==\)](#)

For this assignment you are going to plan an outing for your students. You need to research and demonstrate understanding of at least 2 types of transportation the students could use to arrive at the planned destination. You will also research your destination, summarizing the funding source for the destination, who the destination is designed to serve, pros and cons to visiting this site for your students, ease of use, etc. (See attached rubric for greater clarification.)

Your research must include at least one credible interview.

Class Participation and Attendance

Apr
09

Due: Thursday, Apr 09 at 11:59 pm

Attendance, punctual arrival, and participation in the class activity/discussion are expected. Points are earned by participation.

Student Ratings

Apr
15

Due: Wednesday, Apr 15 at 11:59 pm

Final Exam

Apr
18

Due: Saturday, Apr 18 at 10:00 pm

This is the final.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Schedule

Date	Column 1	Column 2	Column 3
Week 1			
Th Jan 09 Thursday	Overview of Course Syllabus Introduction to Transition Ch. 1 Textbook		
Week 2			
Th Jan 16 Thursday	Self-determination and Advocacy Employment Interest Survey	Read article: Promoting Student Self-Determination Skills in IEP Planning Read Chapter 5: Promoting Independence and Self-Determination	Chapter 5 Study Guide Due
Week 3			

Th Jan 23 Thursday	School Tour Assignments Pierangelo Chapter 4 Powerpoint Individualized Transition Plan Guest Speaker L. Coleman	Read Chapter 3: Increasing Support within School and Community Settings	Chapter 3 Study Guide Due
Week 4			
Th Jan 30 Thursday	Employment Skills Planning Pierangelo Ch. 6 Powerpoint	Read Chapter 8: Teaching Employment Skills and Promoting Career Development	Chapter 8 Study Guide Due Individualized Transition Plan Due
Week 5			
Th Feb 06 Thursday	Online coursework	Watch Leah Lobato video (Presentation in 4 video segments). https://vimeo.com/86722211 https://vimeo.com/86722212 https://vimeo.com/86722213 https://vimeo.com/86722214	Leah Lobato Study Guide Due
Week 6			
Th Feb 13 Thursday	Preview the Disability Transition Report Assignment School Tours Social Support and Managing Behaviors Guest Speaker Stephanie Call	Read Chapter 4: Increasing Social Support and Promoting Acceptance	Chapter 4 Study Guide Due School Tour Assignment Due
Week 7			
Th Feb 20 Thursday	Disability Transition Reports	Read Chapter 6: Promoting Social Participation and Teaching Social Skills	Chapter 6 Study Guide Due
Week 8			
Th Feb 27 Thursday	Watch, "Riding the Bus With My Sister" video Ability First	Read Chapter 7: Promoting Functional Skills and Access to the General Curriculum	Chapter 7 Study Guide Due
Week 9			
Th Mar 05 Thursday	Secondary Curriculum: Functional Math JM Secondary Lesson Teaching Assignment Preview	Watch Susan Loving video about graduation options https://vimeo.com/88497367 .	Susan Loving Notes Due Disability Transition Paper and Handout Due
Week 10			
Th Mar 12 Thursday	Assessment of skills Brigrance Assignment Vocational assessment ppt. Pierangelo Interagency planning and collaboration	Read Chapter 2: Assessment and Planning	Share Disability Transition Reports Chapter 2 Study Guide Due
Week 11			
Th Mar 19 Thursday	Transportation, Recreation, and Leisure-any questions? Liz Coleman and Leadership Team	Reading Ch. 7, 8, & 9 in Pierangelo and Guiliani	Secondary Lesson Plan Due Study Guide Due for Ch 7, 8, & 9 in Pierangelo text

F Mar 20 Friday	No Classes		
Week 12			
M Mar 23 Monday			
Th Mar 26 Thursday	Instructor Ratings Open Post Secondary Educational Opportunities Guest speaker Michelle H.	Secondary Transition: Helping Students with Disabilities Plan for Post High School Settings (IRIS Module)	IRIS Module Assessment Questions Due Brigance Transition Assessment and Summary Report Due Example Brigance Report:Brigance Transition Skills Inventory.doc Download Interest Inventory
Week 13			
Th Apr 02 Thursday	Share TRL assignments Guest Speaker JS	Read Ch. 12 in Pierangelo text	Transportation, Recreation, and Leisure Assignment Due
Week 14			
Th Apr 09 Thursday	Share your favorite practicum experiences Final Exam Review FINAL EXAM OPENS Financial, Legal, Health, and Guardianship Issues	Read Ch 13, 14 in Pierangelo text No scanned copies yet.	NO LONGER REQUIRED Practicum Hours Log with Mentor Signatures Due
Week 15			
M Apr 13 Monday	FINAL EXAM CLOSES		
W Apr 15 Wednesday			
Th Apr 16 Thursday	Winter Exam Preparation (04/16/2020 - 04/16/2020)		
F Apr 17 Friday	First Day of Winter Final Exams (04/17/2020 - 04/22/2020)		
Sa Apr 18 Saturday			